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Early Childhood Development

Offices of the Acting Assistant Secretary, Child Care, and Head Start
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The 2017 State and Territory CCDF Administrators Meeting (STAM 2017) hosted state and territory administrators and leaders from across the country filled with interest in meeting new leadership and in deepening their knowledge around the implementation of the new Child Care and Development Fund (CCDF) requirements.



Shannon Christian, director of the Office of Child Care (OCC), welcomed everyone on Tuesday morning and

set the stage for the “State and Territory CCDF Leadership Day” and “State and Territory Staff Enrichment Sessions.” There was a wealth of information shared and discussed about background checks, the CCDF Plan, market rate surveys, 12-month eligibility, and the *Fundamentals of CCDF Administration*. She also hosted a question-and-answer session.

Head Start (HS) state collaboration directors kicked off their meeting day with a conversation with Colleen Rathgeb and Ann Linehan. There was a full agenda for Head Start collaboration/HS system specialists, including community assessment and state needs assessment intersections and an *EarlyEdU Alliance*® panel and



discussion with representatives from the National Center on Parent, Family, and Community Engagement.

STAM 2017 proceedings began on Wednesday with a plenary session on “Shared Services: An Innovative Strategy for Quality at Scale.” Louise Stoney, the co-founder of Opportunities Exchange and the Alliance for Early Childhood Finance, provides strategic leadership to the national Shared Services movement, which focuses on transforming the early care and education (ECE) business to improve outcomes for children. She has worked with state and local governments, foundations, national policy organizations, ECE providers, industry intermediaries, and child advocacy groups in more than 40 states and cities. Stoney’s publications, presentations, and blog posts can be found on the *Opportunities Exchange website* and *Alliance for Early Childhood Finance website*.

Plenary session panel members were as follows:

- Louise Stoney, Opportunities Exchange

- Phil Acord, Chambliss Center for Children (Chattanooga, Tennessee)
- Kristin Booth, New Hampshire Department of Health and Human Services
- Jackie Cowell, Early Learning New Hampshire.

ECE businesses educate our youngest citizens *and* make an important contribution to local economies. However, most of them are small, and many operate with a business model not strong enough to succeed. Shared Services, a new management framework, can help. Stoney highlighted Shared Services Core Principles—Pedagogical Leadership + Business Leadership = High-Quality ECE.

Shared Services is focused on building capacity at the provider level to establish and maintain the five essential supports: (1) Instructional Leadership, (2) Collaborative Teachers, (3) Engaged Families, (4) Supportive Environments, and (5) Ambitious Teaching Practice. Stoney discussed a range of approaches for Shared Services and highlighted the Iron Triangle—full enrollment, full fee collection, and revenues covering per-child cost. Guest panelists shared their experiences building intentional structures in New Hampshire and Tennessee. The plenary session materials are available on *this website*.

Shared Services Core Principles

- Every **CHILD** deserves a reflective teacher
- Every **TEACHER** deserves a pedagogical leader
- Every **DIRECTOR** deserves an administrative team



Pedagogical Leadership



Business Leadership



High Quality ECE

Continued on page 2

Continued from page 1



On Thursday morning, **Steven Wagner**, principal deputy assistant secretary and acting assistant secretary at the Administration

for Children and Families (ACF), U.S. Department of Health and Human Services, joined Shannon Christian, director of OCC, to introduce the plenary session on “The Magnitude of the Solution: Understanding ACEs in the Context of Child Care,” with Laura Porter. He also followed up Porter’s presentation with reflections and questions to help ACF plan for the future. Wagner wants to make the American Dream available for all children and believes that through child care we have the opportunity to break the cycle of generational poverty.

Porter currently serves as the director of ACE Partnerships for the Washington State Department of Social and Health Services. For 17 years she has worked with state managers and community and tribal leaders to embed adverse childhood experiences (ACE) study findings and related neuroscience and resilience findings into policies, practices, and community norms.

Porter and her colleagues developed a unique model for improving the capacity of communities to deliver stunning results



for a small investment. Communities using the model have documented reductions in the rates of seven major social problems and in ACE scores among young adults.

Porter was engaging as she explained the general principles of neuroscience, epigenetics, and ACEs. She also discussed the research, including parental stress and its impact, and talked about what state and territory leaders can do with key data and information as they work with their own child care systems.

ACEs powerfully influence the manner in which we respond to stress, our risk for disease and injury, and the ways we relate to ourselves and the world around us. Across the generations, we pass biologic and genetic “messages” that might have kept us safe at one time in history and yet make life harder now. Intergenerational adversity and ACEs affect the ECE workforce and can make parenting and parent engagement more challenging. This plenary session provided an overview of the science of adaptation and provided examples of policy and practice changes informed by ACE concepts.

The plenary session ended with Melissa Riegel-Garrett, statewide systems and collaboration director in the Vermont Child Development Division, sharing her work with Porter. Although knowledge about the life-long impact of early childhood adversity is known, evidence-informed, public health methods of preventing such adversity has been lacking. In December 2016, 300 people from across Vermont came together to develop a “Flourishing Communities” effort; this work is continuing through the Building Flourishing Communities Think Tank.



STAM 2017 launched its first “STAM App,” allowing instant polls to gauge interest and learn directions and enabling participants to easily access numerous resources. STAM 2017 included multiple workshops and Open Space Discussions within four topical tracks:

- Basics of CCDF Administration
- Lessons Learned and State Examples
- Continuing Implementation Work
- Data and Research.





Child Care & Early Education Research Connections

Research Connections regularly reviews its latest acquisitions and identifies reports and journal articles of high policy relevance.

Research findings

Is early experience in subsidized child care associated with reduced risk of grade retention for low-income elementary school children?

What is known about effective preschool social-emotional learning (SEL) programs and practices?

What does existing data tell us about American Indian/Alaska Native children and families and their participation in early childhood services?

What were the elementary school outcomes of a preschool intervention to support young children with autism?

How do early childhood educational investments combined with investments in K–12 education affect adult outcomes for disadvantaged children?

What percentage of children is in racially isolated public school preschool programs, and how does this differ by English-language proficiency?

Research findings on professional development

Did a science-focused professional development program increase preschool teachers' science knowledge and practices and improve children's early science skills and understanding?

Did a two-year professional development program to support the development of Spanish-English dual-language learners have positive impacts on preschool classroom quality and child developmental outcomes?



NATIONAL CENTER ON

Early Childhood Development, Teaching and Learning

Early childhood workforce

Text4Teachers

Text4Teachers supports Head Start and Early Head Start teachers, staff members, and others who care for and teach young children in center-based and family child care settings. You can sign up to receive two free text messages per month with information, tips, research, and resources to strengthen and support your teaching practices. *Text4Teachers* will also share messages about key events and professional development (PD) opportunities. You can sign up by texting ECDTL to 22660 to be able to access the newest resources as soon as they are released. *Text4Teachers* is also available in Spanish (español).



ELOF2Go

The *National Center on Early Childhood Development, Teaching, and Learning* has developed a mobile app geared toward teachers, home visitors, and other direct service practitioners to provide a quick, creative way to access current and future resources that support and explain the content included in the Head Start Early Learning Outcomes Framework (ELOF). You can connect to the app using your Android and iPhone, iPad, and Windows-based mobile devices. The app will link to an introductory ELOF video and audio podcasts for each of the five central domains, practice-based videos, and examples of research-based experiences and activities. You can find the app on Google Play, the Apple App Store, or this [Early Childhood Learning and Knowledge Center Web page](#).



Interactive ELOF

The *Head Start Early Learning Outcomes Framework: Ages Birth to Five* describes the skills, behaviors, and knowledge that programs must foster in all children. ELOF is grounded in a comprehensive body of research about what young children should know and be able to do to succeed in school. It describes how children progress across key areas of learning and development and

specifies learning outcomes in these areas. This information will help adults better understand what they should be doing to provide effective learning experiences that support important early learning outcomes.

The ELOF is available in an interactive online format that is organized into the following elements: domains, sub-domains, goals, developmental progressions, and indicators. The domains are broad areas of early learning and development from birth to 5 years that are essential for school and long-term success. The central domains are:

- Approaches to Learning
- Social and Emotional Development
- Language and Literacy

Continued on page 4

Continued from page 3

- Cognition
- Perceptual, Motor, and Physical Development.

Users can interact with the ELOF to view the developmental progression that describes the skills, behaviors, and concepts that children will demonstrate as they progress toward a goal. Once a user selects a domain to explore, he or she can then click on any item to see the associated sub-domains, goals, developmental progressions, and indicators. This interactive tool is a great way to find related resources for frontline staff, on PD activities, and for families.



Supporting transition briefs

Supporting transitions can have positive effects on children and families, and collaboration is key to effective transitions. Each of the [four briefs in this series](#) focuses on a different partnership

level: (1) child and family, (2) early educators, (3) early care and education (ECE) programs, and (4) ECE partners. The Head Start Program Performance Standards outline transition requirements in 1302 Subpart G—Transition Services. The available briefs include:

- [Using Child Development as a Guide](#)
- [Early Educators Partnering with Families](#)
- [Program Policies and Practices](#)
- [Working with Early Education Partners.](#)

Early Educator Central

[Early Educator Central](#) is a project jointly administered by the Offices of Child Care and Head Start, within the Administration for Children and Families, U.S. Department of Health and Human Services. A major focus of Early Educator Central is the infant-toddler workforce and those who support them, including administrators of early childhood programs; trainers and coaches; higher education professionals and course work developers; and PD system leaders. Early Educator Central leverages course work that has been financed through the federal government. The courses on Early Educator Central could be helpful in meeting the new requirements under the Child Care and Development Block Grant (CCDBG) Act of 2014, particularly through the Better Kid Care course work, which addresses many of the topics included in the new CCDBG training requirements for all teachers. In addition to courses, Early Educator Central also offers teaching supports that aid infant-toddler educators, early childhood program administrators, and course planners and developers in higher education and PD systems, along with system supports for higher education and PD planners.

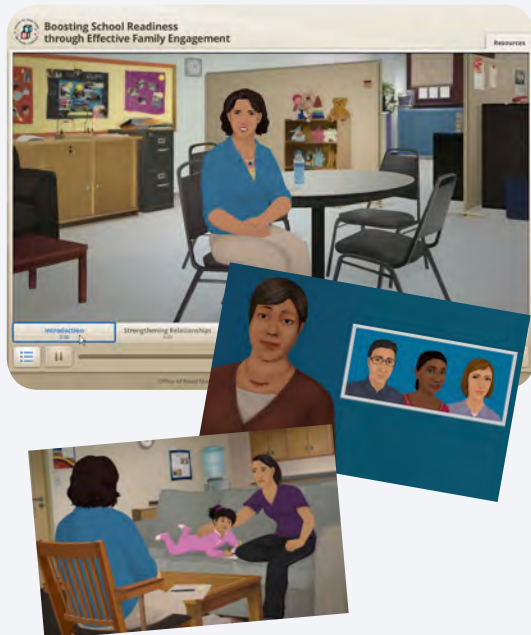


Family engagement

Parent, family, and community engagement simulation: Boosting school readiness through an effective family engagement series

What you do and say matters! Explore and practice everyday strategies to develop positive goal-oriented relationships with a family. These relationships are key to our work with children and families, including the journey toward school readiness. See a [new simulation](#) on [Talking with Families about Developmental Concerns](#).

- Simulation 1 allows you to practice building bonds with families, beginning with an intake visit.
- Simulation 2 explores the process of developing and implementing goals with families.
- Simulation 3 explores using strengths-based attitudes to partner with families during challenging times.
- Simulation 4 helps you talk with families about developmental concerns.



Early childhood homelessness

Young children experiencing homelessness

By: Marsha Basloe, senior advisor for early childhood development, ACF

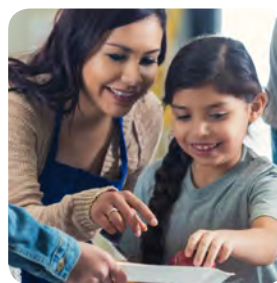
Last month in Washington, D.C., I had the opportunity to participate in the [2017 National Conference on Ending Homelessness](#), which was sponsored by the [National Alliance to End Homelessness](#). More than 1,800 attendees focused on children, families, youths, and adults experiencing homelessness. Although the conference focused mostly on housing and shelter, I worked with Sharon McDonald to plan a workshop on helping young children and families in need. The following day, I was invited to attend a briefing hosted by [First Focus](#) to hear Matthew Desmond, the author of [Evicted](#), and accompanying panel members present on eviction issues from the research, philanthropy, and legal aid perspectives. My head was spinning after those two days! It would be too challenging to tell you about all of it, so I will share a few highlights.

- I attended a session on diversion. I'd heard about diversion but was not sure what it meant and how it affected families. Diversion is a strategy that prevents homelessness by helping people experiencing a housing crisis preserve their current housing situation or make immediate alternative arrangements without having to enter a shelter. It was the first time I'd heard a session on prevention and problemsolving. This policy could



reduce the trauma of entering a shelter. An example of diversion is paying to have someone's truck fixed so that he can go to work and can continue to pay his rent. This kind of problemsolving takes resources and, at this time, mostly private resources. However, foundations are stepping up to help with prevention in different communities.

- Secretary Ben Carson of the U.S. Department of Housing and Urban Development was the keynote luncheon speaker. He talked about the loss of human potential and wondered how many potential engineers, doctors, and lawyers are out there who could be helped by giving them a new beginning? Secretary Carson talked about people not being able to find a steady job without an address, and he talked about our children: "They are our human capital." This is why I work on early childhood homelessness and why the Administration for Children and Families (ACF) has developed resources that focus on supporting our young children to attend quality early learning settings. The earliest years of a child's life set the stage for life-long achievement. To develop the potential of young children, we must think of housing and services together. Key resources regarding homeless children can be viewed on [this website](#).



- I had the opportunity to present and moderate the "Helping Young Children and Their Families Thrive" panel with Janelle Leppa from [Simpson Housing Services](#) in Minneapolis, Minnesota, and Joe Williard from the [People's Emergency Center](#) in

Philadelphia, Pennsylvania. I shared ACF information on the [Child Care and Development Block Grant Act of 2014](#), a bipartisan re-envisioning of the Child Care and Development Fund program that made children who are experiencing homelessness a priority; on the new [Head Start Program Performance Standards](#) and their impact on serving children and families experiencing homelessness; and on a variety of other ACF resources. Janelle shared her agency's efforts, which included having early childhood specialists work with their supportive housing program. Other staff members in the agency focus on housing, but early childhood specialists' sole focus is on the child and family. Joe shared the progress of the [Building Early Learning Links](#) (BELL) project, which included having all shelters in Philadelphia complete the [Early Childhood Self-Assessment Tool for Family Shelters](#). One result of completing the self-assessments is that the agencies and BELL have successfully increased their



Continued on page 6

Continued from page 5

relationships. They have also fostered numerous connections between local early childhood education providers and housing providers, facilitating the enrollment of more children into high-quality early childhood programs.

- In *Evicted*, author and sociologist Matthew Desmond follows eight families in Milwaukee, Wisconsin, as they struggle to keep a roof over their heads. Although most examinations of the poorest poor look at those in public housing, not those who are part of the private rental market, this area of the housing market is exactly where most of the impoverished live, and they are evicted often—and most often if they have children. As stated in *this New York Times Book Review*, “Children are scarred in the process.” Families with children who are evicted often face high rates of mobility and unstable living environments that result in negative consequences for their children’s education, physical health, mental health, and interpersonal relationships. In fact, if you live with kids, your chances of getting evicted triple.

You can continue reading this article via [this Web link](#).

Newly revised criteria and benchmarks for ending homelessness among families with children

At the beginning of the year, the United States Interagency Council on Homelessness released criteria and benchmarks for what an end to family homelessness would look like in communities.

After attending listening sessions from the field, they revised and strengthened the document to provide clearer guidance on the expectations for what it means to end family homelessness, ensuring that it is rare, brief, and non-recurring.



Read the [revised Criteria and Benchmarks](#)!

Dispelling myths about the face of homelessness in the United States

- **Perception:** Homelessness is something that only happens to adults.
- **Evidence:** The number of children who accessed a homeless shelter in the United States in 2015 was 330,074. This estimate was 20 percent higher than the entire elementary school population of the Los Angeles school system (274,193), the second largest school system in the country. In addition, the number of children who accessed a homeless shelter without an accompanying adult increased by 21 percent (3,774 children) between 2014 and 2015.
- **Blog:** You can read more information in the Perspectives Blog: [What Does Homelessness in the U.S. Really Look Like?](#)

Map the Meal Gap 2017

This interactive map from Feeding America describes the extent of food security by county across the United States. Using 2015 food insecurity data from the U.S. Department of Agriculture, this map illustrates how food insecurity rates differ across regions. The map includes the food insecurity rate, the estimated percentage of the population that is eligible for the Supplemental Nutrition Assistance Program and other nutrition programs, the average cost per meal, and additional money to meet that county’s food needs.

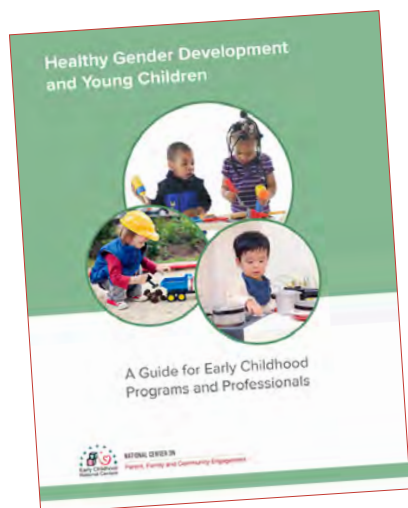


Early childhood homelessness APA Annual Convention—August 3–6, 2017 Child and family well-being and homelessness: Integrating research into practice and policy

Dr. Mary E. Haskett, from North Carolina State University (NCSSU), coordinated a symposium to highlight several pressing challenges in addressing the needs of families who are experiencing homelessness.

The presenters for the symposium are pictured from left to right: Carmela DeCandia, Psy.D.; Mary E. Haskett, Ph.D., NCSSU; Preston A. Britner, Ph.D., University of Connecticut; Janette E. Herbers, Ph.D., Villanova University; Marsha Basloe, Administration for Children and Families; and Sara Shaw (doctoral candidate), University of Delaware.

Healthy gender development and young children



Healthy Gender Development and Young Children: A Guide for Early Childhood Programs and Professionals offers practical guidance for all those who work with children and families, including teachers, caregivers, home visitors, parents, and child care facility staff members. *This guide* draws on

decades of research on child and gender development and experiences of early childhood educators, pediatricians, and mental health professionals and was developed in line with the Head Start Program Performance Standards.

The guide is organized by the following topics:

- *What we know.* Learn about the research regarding healthy gender development and important terms.
- *What programs can do.* Explore strategies for creating a safe and nurturing learning environment for children.
- *What you can do.* Practice responding to children's feelings about their and each other's gender expression.
- *Children's books that support healthy gender expression.* Find a selection of children's books for those ages 2 and older.



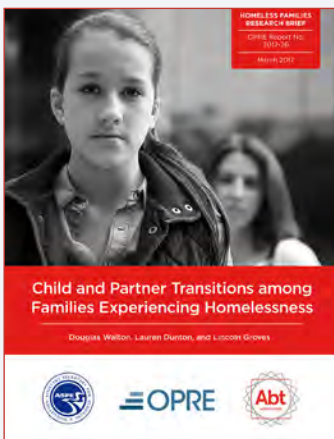
- *Related resources and selected references.* Discover resources and references about healthy gender development and young children.

OPRE research and reports



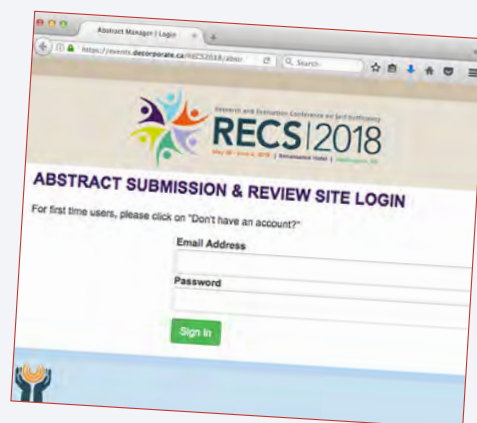
Health Profession Opportunity Grants 2.0: Year One

Learn more about the *first year of the second round of the Health Profession Opportunity Grants program*, including the characteristics of grantees; their training and services; the characteristics of participants at enrollment; and first-year outcomes in enrollment, completion, and employment.



Transitions among children and families experiencing homelessness

Explore *patterns of family separations, reunifications, and later housing instability* among families experiencing homelessness.



Call for proposals for the 2018 Research and Evaluation Conference on Self-Sufficiency

You can submit a *proposal* by Friday, September 8, 2017, to have your individual presentation or entire session considered for inclusion in the 2018 Research and Evaluation Conference on Self-Sufficiency.



Tribal

Partnering with parents to improve program success

Native American Parent Professional Resources (NAPPR) has a 30-year history of supporting families, particularly those with young children. Based in Albuquerque, New Mexico, the organization serves families living on or off reservations in a four-county area. In 2010 it began the Tribal Home Visiting program, which provides home-based education and support for families who have young children or are expecting a baby.

The NAPPR Tribal Home Visiting program is supported by a grant from the *Tribal Maternal, Infant, and Early*

Childhood Home Visiting program, which is administered by the Administration for Children and Families, U.S. Department of Health and Human Services. NAPPR is 1 of 25 tribal organizations participating in the federal Tribal Home Visiting program.

NAPPR staff members recognized that the strength of home visiting hinges on the trust and involvement of the community. They needed multiple partners to help assess community needs, raise awareness of what home visiting was all about, and refer families to the program.

As Program Director Rebecca Riley said, “Maria Brock, the first director, saw the value in engaging the community as much as possible and spearheaded the creation of a community advisory board early on. She recruited individuals from the steering committee that conducted the needs assessment who could invest their expertise long term and were involved in other areas that could help the program develop. Some of those individuals are still on our community advisory board today.” Click on [this Web link](#) to continue reading how the creation of a Parent Advisory Council has helped design and guide the Tribal Home Visiting program.



5 Steps for Brain-Building Serve and Return

Child-adult relationships that are responsive and attentive—with a lot of back-and-forth interactions—build a strong foundation in a child's brain for all future learning and development. This process is called “*Serve and Return*,” and it takes two to play! Follow [these five steps](#) to practice serve and return with your child.

Where Is Bear?—A Terrific Tale for 2-Year-Olds

“*Where Is Bear?*”—*A Terrific Tale for 2-Year-Olds* is a great book for children and their parents from the Centers for Disease Control and Prevention (CDC). This interactive book encourages children to help Tiger and his forest friends in their search to find Bear. For parents, with each turn of the page, your child will get closer to finding him, and you will learn about many important milestones to look for in your child. Look for the leaf at the bottom of each page and your own 2-year-old's milestone moments.

The book can be downloaded via [this Web link](#), and it is also available in Spanish on [this website](#).

You can review the milestone checklist and helpful parenting tips at the end of the book or click on one of these websites to find additional information:

- How you can help your [child's development](#)
- A full list of [2-year-old milestones](#)
- What to do [if you're concerned](#) about your child's development
- Other [information for parents](#) from CDC.

Look for the leaf at the bottom of each page and your own 2-year-old's milestone moments.



Early Learning Challenge and Preschool Development Grants highlights



Pennsylvania Early Childhood Mental Health Consultation: External Evaluation Report

A recent report, *Pennsylvania Early Childhood Mental Health Consultation: External Evaluation Report*, was the result of the Pennsylvania Office of Early Childhood Development's request for an external review to analyze the state's Early Childhood Mental Health Consultation (ECMHC) program to identify its strengths and potential areas of growth. The report found that the ECMHC program has had statistically significant positive impacts on young children and their teachers, with teacher-reported child behavior having been significantly improved and teacher implementation of strategies that support young children's social-emotional development significantly increased. The report included two years of outcomes

analysis, identified strengths of the Pennsylvania ECMHC program, and targeted recommendations that are under consideration for implementation.

Pennsylvania is in its last year of the *Early Learning Challenge* grant. It was recently awarded three years of intensive technical assistance from the *Center of Excellence*, which will focus on advancing Pennsylvania's Infant and Early Childhood Mental Health Consultation systems, including planning, implementation, evaluation, and/or sustainability efforts. The External Evaluation Report will be integral in this work over the next three years.



Supporting Children With High Needs Community of Practice: 2016 Webinar Reader

Last year, the *Supporting Children With High Needs Community of Practice: 2016 Webinar Reader* facilitated five webinars to encourage learning, collaboration, and resource-sharing. *This Reader* includes summaries of each of these webinars and a *Supporting High Needs Children Resource Appendix*. This collection of summaries is intended to guide practitioners and to inform policymakers on issues related to supporting children with high needs and their families.

State Technical Assistance Report: Identifying Young Dual-Language Learners

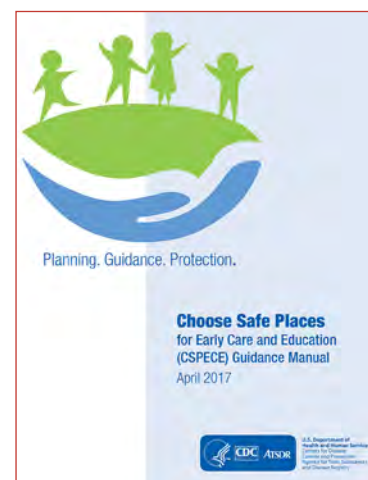
The United States is becoming a more culturally and linguistically diverse nation. This fact is especially true when we look at the youngest generation of learners. This growing diversity increases the need to accurately identify young children as dual-language learners (DLLs) prior to kindergarten. The effort to ensure that educators have a strong understanding of their students' skills helps guarantee that early learning programs are able to build on students' strengths and to address their needs. *This report* examines state policies requiring the identification of DLLs in prekindergarten reviews, current practices in home-language surveys, and language proficiency assessments.

Environmental health

The Agency for Toxic Substances and Disease Registry (ATSDR), Centers for Disease Control and Prevention, U.S. Department of Health and Human Services, recently released to its *25 state partners* the *Choose Safe Places for Early Care and Education (CSPECE) Guidance Manual*.

This manual grew out of the agency's traditional site work. Through this project, ATSDR has worked on many sites where early care and education programs were placed on or adjacent to a contaminated site, and kids were exposed to harmful chemicals. To be proactive, the Guidance Manual was developed.

If you would like to know more about ATSDR, please visit [this website](#). For additional information, contact Tara S. Somers, M.S.N., M.P.H., at tv44@cdc.gov.





Infants and toddlers

ZERO TO THREE released a *new brief* that describes the experiences of three states (Indiana, Oregon, and Vermont) that participated in a technical assistance project with ZERO TO THREE to develop and take action toward cross-sector infant-toddler policy priorities.

This brief outlines how the use of these strategies enabled the three states to elevate infant-toddler issues within broader early childhood initiatives, strengthen collaboration across systems, expand the base of stakeholders championing infant-toddler priorities, and develop a more unified voice for babies. It also offers recommendations for other states looking to engage in similar processes.



Let's sing! The benefits of music in early childhood

Listening to music and singing with your little one is not only fun but can play a powerful role in helping support his or her early brain and language development. Music introduces children to new words, sound patterns, and *more things* that help develop listening and comprehension skills. These skills help build the necessary foundation for *learning how to read*.

Babies don't care if you are a great singer; your baby loves to hear your voice. The act of singing together can help strengthen the bond you share with him or her, and when you engage in musical activities together, you are boosting your baby's communication and social skills.

Sing your favorite classic lullaby or create your own lullaby to sing with your baby. See [this video](#) created by *Too Small To Fail* with *Carnegie Hall* to learn how to create a special song for a young child.

September is National Preparedness Month



National Preparedness Month is an annual campaign to encourage Americans to prepare for emergencies in their homes, schools, organizations, businesses, and communities. This September, National Preparedness Month will focus on planning, with this overarching theme: "Disasters Don't Plan Ahead. You Can."

Now in its 10th year, National Preparedness Month is a nationwide, month-long effort hosted by the Federal Emergency Management Agency's Ready Campaign and Citizen Corps. The Administration for Children and Families (ACF) is committed to preparing individuals, families, programs, and

communities for disasters and to assisting with the recovery process. As part of this commitment, ACF proudly supports National Preparedness Month.

Preparedness-related tips and resources for early care and education (ECE) providers can be found on the following websites:

- [Emergency preparedness resources](#) from the Office of Head Start, ACF
- [Child care resources for disasters and emergencies](#) from the Office of Child Care, ACF.

We can all take action to prepare! We are all able to help first-responders in our community by training how to respond during an emergency and what to do when a disaster strikes—be it where we live, work, and/or visit. The goal of National Preparedness Month is to increase the overall number of individuals, families, and communities that engage in preparedness actions at home, work, business locations, ECE programs, schools, and places of worship.



New brief from NRCHCF

A new brief from the *National Research Center on Hispanic Children and Families* (NRCHCF) has found that early care and education (ECE) centers serving high proportions of Hispanic kids measure as well—if not better—than their counterparts on key indicators of quality.

These ECE centers reported more curriculum use, support services, and specialists on staff.

Read the brief to see what works to make these centers high-quality places of learning.



Have you been to our website recently?

Learn more about the Offices of the Acting Assistant Secretary, Child Care, and Head Start:

<http://www.acf.hhs.gov/programs/ecd>.



ADMINISTRATION FOR
CHILDREN & FAMILIES

To sign up to receive this newsletter, please email marsha.basloe@acf.hhs.gov and include the subject line “Early Childhood Development Newsletter.”

If you have questions or comments regarding the newsletter, please contact marsha.basloe@acf.hhs.gov.

For more information on the Offices of the Acting Assistant Secretary, Child Care, and Head Start, ACF, visit [this website](#).

The Early Childhood Development newsletter contains links to other websites and news articles.

These links represent just a few examples of the numerous reference materials currently available to the public.

The opinions expressed in any articles or on Web pages do not necessarily reflect the positions or policies of the Administration for Children and Families (ACF) and U.S. Department of Health and Human Services. The inclusion of resources should not be construed or interpreted as an endorsement of any private organization or business listed herein.



<http://www.youtube.com/usgovacf>



<http://www.acf.hhs.gov/rss>



<https://twitter.com/ACFHHS>